

ADDRESS

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BY

EDWARD SHIPPEN, Esq.,

PRESIDENT OF THE BOARD OF CONTROLLERS OF THE PUBLIC
SCHOOLS OF PHILADELPHIA,

ON THE OCCASION OF

THE DEDICATION

OF THE

“HOLLINGSWORTH SCHOOL.”

Delivered 31st October, 1867.

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1867.

PHILADELPHIA, NOV. 4th, 1867.

EDWARD SHIPPEN Esq.

DEAR SIR:—Having attended the Exercises of the HOLLINGSWORTH SCHOOL, held Thursday evening, October 31st, permit us to express the gratification experienced in listening to your admirable Address on the subject of Education in our Common Schools. Believing that the interests of our Schools will be enhanced, by giving to the public the full benefit of your experience and knowledge, we beg leave to ask a copy of your Address for publication.

Very Respectfully Yours,

ALEX. P. COLESBERRY,
JOHN H. ATWOOD,
ROBERT N. WILSON,
WILLIAM McMICHAEL,
J. HEATLY DULLES,
C. F. ROBERTSON,
SAMUEL W. PENNYPACKER,
THOMAS ROBINS,
HENRY C. CAREY,
ISAAC G. COLESBERRY,
CHARLES J. STILLÈ,
WM. F. JUDSON,
MORRIS PATTERSON,
BENJ. KENDALL,
J. F. GAYLEY.

PHILADELPHIA, NOV. 5th, 1867,

1207 Walnut Street.

ALEXANDER P. COLESBERRY, JOHN H. ATWOOD, ROBERT N. WILSON, WILLIAM McMICHAEL, J. HEATLY DULLES, C. F. ROBERTSON, SAMUEL W. PENNYPACKER, THOMAS ROBINS, HENRY C. CAREY, CHARLES J. STILLÈ, ISAAC G. COLESBERRY, MORRIS PATTERSON, BENJ. KENDALL, and J. F. GAYLEY, Esqrs. }

GENTLEMEN,

Please accept my thanks for the kind expressions contained in your note of yesterday. In placing at your disposal the manuscript of my remarks on the occasion of the Dedication of the HOLLINGSWORTH SCHOOL, permit me to say that it was not written with a view to publication; and yet, if the scattered fragments which I have hastily gathered and thrown together, are deemed worthy of preservation, they are at your service.

With sentiments of regard, I am

Very respectfully, your Obedient Servant,

EDWARD SHIPPEN.

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ADDRESS.

WE have assembled this evening, ladies and gentlemen, to dedicate these halls to the purpose of the moral and mental culture of the young, and it falls upon me, by the selection of my friendly associates, to offer you words of welcome, and to give expression of thanks for the interest manifested by your presence here. Would that the task had fallen upon abler hands, or that I had a trumpet's tongue to call into life a deeper and less slumbering interest in the cause upon which rests, in an eminent degree, a nation's happiness and continued prosperity. Would that I could arouse our citizens to the fullest appreciation of the value and merits of the Public School, as one of the great reformers of the age in which we live, yielding as it does, its due tribute to religion, to science, and to literature.

The cause of Popular Education is now spreading all over earth's surface, with rapid strides. Appeals come over the great waters from all lands and peoples, for American experience, for American plans and systems, for American statistics and practical results; even the oldest and most enlightened nations of the World, are sending their commissioned agents from time to time to watch the progress of our institutions, and to glean and gather. Notwithstanding our just pride in American plans of education, our own citizens *evinced* too little interest in the cause. It is one thing to *feel* an interest, and a totally different thing to *show* it. The first is negative, and almost useless; the other positive, such as encourages, sustains, supports, gives life and

animation. The teacher needs this animating influence; the Directors value the approving smiles of an intelligent constituency; and your own children are enlivened by your visible sympathy. Success in public, as in private causes, is not forwarded by a sympathy still and inert, but rather by open manifestations of it.

May this evening's presence, ladies and gentlemen, be an earnest for the future; may we at all times have the happiness to greet you in these halls, whether you come as silent witnesses, or as inquiring visitors. The schools are the creatures of the community, and the people have the right of visitation; we ask the exercise of this right, in aid of our endeavors to subserve the public weal.

In the days of Oriental society, whatever of education was attempted, had its basis upon *caste* alone. The spirit of caste guided the community in all the social relations; and it may be fairly gathered from the evidence we have of those days, that progress was a word unknown. On the contrary, the Grecian communities built their educational structure upon progress. Physical and mental energy were its fruits. All that was humane, generous, virtuous, and manly in youth, was well cultured. The Gymnasia were the school rooms, alike for mental and bodily instruction; the flute and lyre were as essential as the school-book. Reverence for law, and regard for order marked the era. In Solon's time, the appetite for study, or perhaps the energy of the teacher of letters, doubtless gave rise to the law which prohibited the opening of schools before sunrise, and which required them to be kept closed after sunset.

The Spartans held, as an essential element of national polity, that the child belonged rather to the State than to the father; and as a child of the State, he was regarded, in the belief that if a good citizen, he must necessarily be a dutiful son; while,

if treated solely as a child of the parent, he did not therefore become a good citizen.

I cannot trace education's cause through the long vista of time, from ancient days till the present, but may ask your indulgence while I briefly refer to the early history of Pennsylvania, in respect to her educational affairs.

The first English school of which we have any record, was opened in Philadelphia as early as the year 1683, by one Enoch Flower, whose charges for tuition and diet will amuse some of the teachers and Councilmen of this day. I do not know that I should afford an argument to the opponents of the salaries now paid to teachers, still for curiosity's sake I must enlighten you all. It appears that at a meeting of the Provincial Council, held at Philadelphia on the 26th of October, 1683, William Penn, Proprietary and Governor being present, the following note was duly entered upon the Minutes.

“The Gov^r and Provll Councill having taken into their serious
“consideration the great necessity there is of a Scool Master for
“y^e Instruction & Sober Education of Youth, in the towne of
“Philadelphia, Sent for Enock Flower, an Inhabitant of the
“said Towne, who for twenty Years past hath been exercised in
“that care and Imploym^t in England, to whom haveing commu-
“nicated their minds, he Embraced it upon these following Terms :
“to learn to read English 4 s by the quarter, to Learne to read
“and write 6 s by y^e quarter, to learne to read, Write, and Cast
“Accot 8 s by the quarter ; for Boarding a Scholler, that is to
“say, dyet, washing, Lodging and Schooling, Tenn pounds for
“one whole year.”

We may fairly conclude that the diet was as plain and simple as was Enoch Flower himself. It is not stated whether the mental or physical culture suffered most under the above rates.

Somewhat later, in the same century, the Friends' Public School was established. The Colonial Records show that on the 12th of February, 1698, on Sunday, (then said to be "vulgarly called Sunday," the petition of Samuel Carpenter, Edward Shippen, Anthony Morris, James Fox, David Lyons, and others on their own behalf and on the behalf of the people called Quakers, was presented to Governor Markham and Council, and upon due consideration, was granted. This petition set forth that "it is much desired by *Many*, that a School be set up and upheld "in this towne of Philadelphia, where poor children may be "freely maintained, taught and educated in good Literature." The prayer of the Petition, among other things, asked that "a "Publick Schoole may be founded where all children and Ser- "vants, male and female, whois parents, guardians and masters be "willing, may attend. The rich, at reasonable rates ; the poor to "be maintained and schooled for nothing." The title of the corporation thus granted, was "The Overseers of the Publick "School founded in Philadelphia, at the request costs and "charges of the people of God, called Quakers."

Penn, himself, selected the motto of this School ; "Good instruction is better than riches."

I suppose it was these two Schools that John Holmes thus eulogized in his rhythmical history of Philadelphia.

" Here we have Schools of diver's sorts
To which our youth daily resorts.—
Good *women* who do very well,
Bring little ones to read and spell,
Which fits them for writing ; and then
Here's *men* to bring them to their pen,
And to instruct, and make them quick
In all sorts of Arithmetick !"

Our lady teachers will pardon Mr. Holmes, for he lived a long time ago ; long before their sex had legal rights or any acknowledged mental activity.

The next School of note, we hear of, is dignified by the title of "Log College," in Bucks County, Pennsylvania, in which many men of note received all the schooling they ever had; and, says "Watson," to whom I am indebted for much of my matter relating to Colonial times, "this Log College was the chief alma mater of the chief Scholars of that early day."

Still later, in 1750, the City Councils unanimously adopted the Report of a Committee appointed to enquire into the advantages to be gained by the erection of an Academy. This Committee said "the youth would receive a good education "at home, and be also under the eye of their friends: it would "tend to raise able "Magistrates, &c.; it would raise able School-masters from among the poor class, to be qualified to serve "as such in the Country under recommendation from the "Academy, and thus prevent the employment of unknown characters, who often prove to be vicious imported servants, corrupting the morals of the children."

Upon the adoption of this Report, the Council made the first appropriation to educational purposes, in granting £200 to the Trustees, £50 to Charity Schools for five years, and £50 per annum for the right of sending one Scholar annually, from the Charity School to the Academy.

This Academy, thus endowed, was built under the auspices and exertions of no less a person than Benjamin Franklin; in 1753 it was created a College, in 1779 the University, and in 1867 it still flourishes, and has taken a new lease of life by establishing the Elective system, in accordance with the most advanced ideas now prevailing in this Country on the subject of liberal Education.

We are given in the Records of Pennsylvania to understand, that at the Treaty with the Indians at Easton, a Schoolmaster and Minister were promised, and some time after, in 1762, the

noted Chief Teedyunscung, King of the Delawares, in a speech to Lieutenant Governor, James Hamilton, at a private conference, thus complained of the white man's breach of faith. "Brother," said Teedyunscung, "you may remember at the Treaty "at Easton, we were promised a Schoolmaster and a Minister "should be sent to instruct us in religion, and to teach us to read "and write,—as none have yet been provided for us, I desire to "know what you intend to do in this matter."

Governor Hamilton after a day's consideration gave the following cautions and evasive response, preceding it with a present of a belt of wampum, concluding it with a string of beads.

"The times have been so unsettled and there has been no opportunity of sending Ministers and Schoolmasters among you. Now there is a likelihood of a general peace being soon established, if you determine still to continue at Wyomink, (Wyoming valley,) about which you have expressed some doubts to me, *I will consider of this matter, and send you an answer at a proper time.*"

I cannot learn whether the Ministers and Schoolmasters were sent, but I do find that within two years thereafter, the Provincial Councils approved of a Proclamation to be issued by Governor John Penn, offering the following rewards: "For the Scalp of every Male Indian Enemy above the age of ten years, produced as evidence of their being killed, the sum of *one hundred and thirty-four pieces of Eight*: and for the Scalp of every *Female* Indian Enemy above the age of ten, produced as evidence of their being killed, the sum of *fifty pieces of Eight*."

Within two years after this Proclamation we find the white man thus complaining at a conference with the Senecas, Delawares, and Shawanese.

"One of your partys, killed, lately, in one day eleven children at a school, and not satisfied with that infamous action, they

massacred, near the Little Beaver Creek, the only Boy they had spared, and had the impudence to fix his head upon a pole in the middle of the path."

I also find that Teedyunscung died as he lived a miserable sot.*

About one hundred years ago, an enterprising teacher issued the following appeal to the ladies of Pennsylvania and the adjacent provinces, in the hope of securing twelve young ladies as Boarding Scholars. As she started with us the idea of Boarding Schools for young ladies, it is but fair that her reasons, however odd, should be given. The appeal was duly advertised, and it is in these words:

"Ladies, it is by many judicious Persons observed, and re-
marked as a Matter of Suprise, that in so great and populous
a City as *Philadelphia*, where every public Institution for the
Benefit of Mankind, has met with a ready Encouragement; a
proper Seminary or Boarding School for the Education of
young Ladies should be wanting. The Advantages result-
ing from such an Establishment are obvious on the slightest
Reflection, and too numerous to be inserted within the Limits
of this Address: Thus much may be said, (admitting a
Persons duly qualified to undertake the Charge) that it must
yield a secret Pleasure and Satisfaction to the Breast of every
tender Parent, to know that the Behaviour and Conduct of chil-
dren are under the Inspection of a Prudent Woman; and that
they are fixt there, where, without the Disadvantage and Fatigue
of traversing the Streets to different Schools, whereby their At-
tention to Learning must be greatly interrupted and hindered,
not only the more necessary, but also the more polite Parts of
Education may be attained—And now, Ladies, fully sensible of
the greatness of the Task, and in an humble Sense of my many

* There are letters to show that this King would imbibe a gallon of rum per diem.

“Deficiencies, relying on your Candour and Goodness, I venture
 “to inform you, that on the 15th day of *May* will be opened a
 “Boarding School for the Education of young Ladies, in *Market*
 “*Street*, three doors above the corner of *Sixth Street*, on the right
 “Hand going up—Those Ladies inclining to forward this useful
 “undertaking may know the Terms, examine the Plan and Re-
 “gulations proposed, and depend on a faithful discharge of the
 “Trust reposed in,

“LADIES,

“Your Most humble Servant,

“MARY McALLESTER.

“N. B. The number proposed for Boarders are Twelve.

“PHILADA., *April 27, 1767.*”

In the year 1770, one Griscom advertises his private Academy,
 “free from the noise of the City, at the corner of Water and
 “Vine streets;” what would be the state of Griscom’s nerves at this
 day, were he to visit our schools located where the noise is the
 loudest.

Mr. Watson advises us that Griscom was the first to dignify a
 private school with the term “Academy;” and in fact, no one else
 was so daring till 1795, when “Poor’s Academy,” for young
 ladies, became a place of proud distinction to “finished females;”
 its annual commencements and exhibitions in the great churches,
 were affairs of great interest and street parade.

Prior to 1795, boys and girls were accustomed to go to the
 same schools. In that year, a Mr. Horton conceived the grand
 and ungallant idea of separate schools for girls and boys; and I
 say, with all due gravity, though I may see smiles around me,
 that Mr. Horton thus and then introduced a grave error into the

plan of education, which to this day, unhappily, has not been eradicated. In parts of New England, and over the great West and North-West, Mr. Horton would be well laughed at, were he to come forth and advocate his separate system. Smile if you will, I have high and experienced authority for saying that boys and girls are educated to a higher standard, morally and mentally, when they are taught and cultured in each other's presence.

Mr. Watson tells us of "old Mr. Smith, who was allowed as "an indulgence, to keep school in a garret in his own house, in "Walnut street near Front. His pupils, by custom, all stood up "to read from the Bible, while he set copies and made and "mended pens." So intent was the old gentleman upon the point of the pen, that he did not perceive that for four months his scholars always read "Nebuchadnezzar, the King, set up an "image of gold."

It seems that in 1802, the Young Ladies' Academy, No. 9 Cherry street, was at that time the only incorporated institution for females in the United States. The course of study was thought to be extensive, for there were taught "Reading, History, Arithmetic, Grammar, Geography, with the use of globes "and maps, Rhetoric and Vocal Music," and that was all.

In 1799, in a beer shop in Philadelphia, several young men, William Nekervis, Phillip Garrett, and Joseph Briggs, conceived a plan for correction of the errors of the times on the part of the young. They established the first night school: in 1801 it was remodeled, and the society duly named "The Philadelphia Society for the Establishment and Support of Charity Schools." This school is well worthy of honorable mention, as it still flourishes, and is in full tide of success. I have the authority of our esteemed citizen, James J. Barclay, Esq., whose long career, of usefulness in educational causes and in benevolent concerns, is known to all of us, (and he kindly honors us with his presence

to-night) for the following account of an actual horse race for a legacy, between the University of Pennsylvania, and the school just referred to. It seems that Christopher Ludwick, by his will, donated about £3,000 to a free school to be established for poor children. The Society and the University, both covetous for good, entered into a race for the legacy. It seems that whichever was first incorporated was to receive the money. The charters were prepared, and submitted to the Attorney General, and the Judges of the Supreme Court. The Judges, not wishing to prefer either, examined, approved, and delivered both at the same time. The Governor, also preferring impartiality, signed the charters, and delivered them at one time to the parties. Another step was requisite, namely: The enrollment of the charters at Lancaster. The first enrollment carried the prize. And here commenced the horse race. Says Mr. Barclay: "The day was hot (it was July); the roads were dusty; the journey long (sixty-nine miles); noon was approaching. The University provided an express. The interests of the Society were confided to Joseph Bennett Eves, Esq., "one of its most zealous members." He set off in a sulky—passed the express rider—captured a fresh horse from a farmer for one hundred and fifty dollars, and reached Lancaster between seven and eight o'clock in the evening, and there found from the Master of the Rolls, that an enrollment after office hours would be unlawful. Nevertheless, the Society's charter was recorded that night, and presented again the next morning for re-enrollment on the instant when office hours commenced. Mr. Expressman had not arrived. Upon his return, Mr. Eves found his opponent very ill at Downingtown, and both horses dead. There was then no "Society for the Prevention of Cruelty to Dumb Animals." And thus ends the only account upon record, of a horse race for a legacy, between rival institutions of learning.

Besides the legacy just referred to, the Society has been the recipient of bounties from several spirited Philadelphia citizens.

Among them we find the names of Robert Montgomery, Dr. Benjamin Rush, and Henry Paul Beck, Esq. The school of the Society is now known as "The Beck School," and, under special Legislative enactment, is entitled to send boys and girls to our High and Normal Schools; and thus its rank as a Grammar School is established.

I have now given the merest reference to ancient schools, to prepare for the introduction of our public system, which, like the private, had its errors, trials, troubles, and adversities.

William Penn, himself, was a true friend of education. In the "Frame" of Government which he gave to Provincial Councils, he provided that a Committee of Manners, Education, and Arts should be appointed, so that all "wicked and scandalous living" may be prevented, and that youth may be trained up in virtue, "and useful arts and knowledge."

The State Constitution, adopted in 1790, laid the corner stone of our present structure, by its direction that the "Legislature" should, so soon as convenient, provide by law for Establishment of Schools throughout the State, in such manner that the "*poor* might be taught gratis." The first enactment, however, was not until 1809. The Legislature then provided for the enrollment of all children whose parents were too poor to pay for their education. The law failed in its intent. It was one of the Pauper laws. In 1812, a supplement was passed, relating to Philadelphia alone. Like its predecessor, it was of little or no practical utility, and there is every reason to believe that the Public Schools of Philadelphia, until 1818, were scarcely deserving of the name, and were almost useless appendages of City Government.

With the intent of promoting education in Pennsylvania, a Society was formed, in which many of the most esteemed citizens of Philadelphia took a deep and a lively interest. This Society

appointed a Committee, of which Roberts Vaux was Chairman, to inquire and report in relation to the then existing state of schools, and what legislation was advisable. The Committee presented a highly interesting and valuable report, which made such impression upon the Legislature, that in 1818, was enacted the first law of real and substantial service to the cause. Mr. Vaux reported, among other things, that the public money had been squandered in ineffectual attempts at education. That the teachers were neither qualified by literary attainment nor by moral character, for educating youth. The report presented indeed a deplorable state of affairs. It was published on the 10th of January, 1818, and on the 3d of March, following, the Legislature passed the law referred to, whereupon, Poulson's Advertiser congratulates the community, and states that this important and benevolent measure owes its origin to the interesting Report of the Committee on Public Schools, of which Roberts Vaux was Chairman.

This Act established Philadelphia as the First School District of Pennsylvania, provided for election of Directors and Controllers, directed that a model school should be established, that books should be furnished, money disbursed, authorized the Controllers to determine upon the number of school houses to be built, and gave them the general superintendence of the schools.

Under this law a new spirit was infused, and animation marked the educational districts of Philadelphia. Unfortunately, however, two barriers stood in the way of progress; one with the people, and the other with the system.

The early reports speak of "Schools for all who are depressed by Poverty." They were regarded as "Poor" Schools, as Schools for the "indigent;" many deemed them "pauper" schools; some called them "Ragged" Schools; and thousands of high spirited American citizens, while they craved educational privileges for

their children, could not be induced to place them in the "poor or pauper school;" hence, in point of very large efficiency, they were utter failures.

The other barrier in the way of success, was the requirement of the law that the schools were to be conducted upon the Lancasterian system, a system introduced by Joseph Lancaster, in England, and which had its advocates also in France, Saxony, Prussia, and elsewhere, with variable success. Under this system, organized here in this City by Joseph Lancaster himself, the children were left almost entirely in the hands of young and half-educated Monitors, as in many of our parochial schools of the present day. In Germany, and in other countries, the results of the system were so unsatisfactory, that they soon occasioned a powerful reaction in the contrary direction. The German Government, says an able educational writer, "perceiving how grievously the mental education and mental development of children were retarded, by subjecting them to the imperfect care of half-educated Monitors, prohibited all employment of them." It is not, therefore, at all surprising, that the Legislature of Pennsylvania, after full trial of the Lancasterian system, in 1836 forbade it in her schools; and at this day, the only evidence remaining to mark the existence of this Lancasterian fallacy, are the semi-circles cut into the school floors, as toe-marks for children, used when called up by senior children to be instructed; the child Monitor within, and the other children without the circle.

The system of education, by reason of its failure, had many public and private enemies. Besides, the rich were opposed to it, by reason of the taxes; the poor, because of the *pauperism* which the system implied. The wealthy would have public education abandoned; the poor would have its usefulness enlarged by opening the door to all, thus avoiding the *humiliation* it imposed.

The life of the Public School system, by the Act of June 13, 1836, seemed almost to turn upon the cast of the die. The law provided, that upon the question of schools the people should vote, and the words "Schools" or "No Schools," were inscribed upon the ballot. But when the time came, the intelligence and good sense of the community showed the enlightenment of the age, and "Schools" were triumphant. The same law changed, by casual expression, the offensive terms to "Common Schools," and that name has since, by various Legislative enactments, merged in Philadelphia into the more Republican term "Public Schools," meaning schools for all the public.

I find while the pauper school laws were in force, for nineteen years, from 1818 till 1837, the number of pupils in the schools of Philadelphia, did not exceed seven thousand at any one time. When this law was blotted out, the increase was instant; so great, that in seven years the number rose from seven thousand to thirty-five thousand.

The late Thomas Dunlap, who for a long time was zealously occupied in forwarding the success of our schools, in his report of 1837, speaking upon the subject, uses this language: "The *stigma of poverty*, once the only title of admission to our Public Schools, has, at the solicitation of our Controllers, been erased from our statute book, and the schools of this City and County are now open to every child that draws the breath of life within our borders. What may not be accomplished by this mighty lever of universal education!"

He also adds,

"We know no barrier, we recognize no limit to the extension of our schools, until the blessings of moral and intellectual culture are tendered to every solitary pupil of every age within our district. We court, nay we implore the assistance of all our fellow-citizens, in this noblest of all objects. An ignorant

“people always has been, and always will be a degraded and
“oppressed people; they are always at the mercy of the corrupt
“and designing. In vain shall we trust to physical strength to
“guard us from foreign hostility or domestic violence; to a sea
“coast girt with a thousand fortresses, or a frontier bristling with
“a thousand bayonets; to armies, fleets, or military skill, if we
“fail to cultivate the *moral* strength of our people; to enlighten
“the intellect, to purify the heart, to arouse and dignify the best
“feelings of our nature, and to stamp upon the character that
“proud feeling of independence, which is only founded upon
“*knowledge* and *self-respect*. If we fail by education to awake,
“guide, confirm the moral energies of our people, we are lost.”

With this impetus thus given, Educators were called upon to seek some other system, and that of Pestalozzi seemed most natural; most successful. It has never been fully adopted in this Country as a system, I believe, though most of its principles have been, and still are engrafted with us. Older than Lancaster's, it had been longer tried. So far as it opposed undue cultivation of memory; so far as it required progress to be step by step, from degree to degree; so far as the art of *observing* was one of its essential elements; so far as it opposed written arithmetic, and gave precedence to mental; so far as the idea of mutual affection between Educator and pupil, was concerned: and so far as the cultivation of the senses was involved; I say, in all these points Pestalozzi's system was introduced; and each of them, by care and culture, has at this time grown into the fullest vigor, and is now yielding fruits of which we may be justly proud.

I will not pursue the subject of systems further, but content myself with a brief reference to the present. We find in our midst an army of 80,000 children in the Public Schools of this City. About 20,000 in our private and parochial schools; and

21,000 more, neither at school nor employed in useful occupations, all, between the ages of six and eighteen years. Fourteen hundred (1,400) well educated teachers marshal, direct and discipline this grand array in the Public Schools; caring for their manners, morals, and intellectual culture.

And while they thus faithfully and zealously perform their public duty, they are not unmindful of their own intellectual culture. At the last session of the Legislature, upon the petition of the Teachers, an Act was passed, incorporating the Teachers' Institute, having for its object, the improvement of the Teachers of the Public Schools of the City and County of Philadelphia, by means of lectures, essays, and discussions upon educational topics; by practical illustration of modes of teaching; by the formation of a Teacher's Library; by reading and other elocutionary exercises; and by such other means as shall from time to time be determined by the by-laws or resolutions of the Corporation; and, at the same time, to create and keep alive a deeper public interest in education, and to elevate the teacher's profession; and, also, under the provisions of the act of incorporation, to care for, and dispose of relief funds.

Thus incorporated, the Institute has been duly and thoroughly organized; and our esteemed citizen, Professor George Inman Riché, Principal of the Boys' Central High School, has been unanimously elected its President. Upwards of eight hundred Teachers have joined the Association, and it is expected that shortly its roll will embrace all the Teachers in the Public Schools of our City. I predict for it, good and great results, if the energy which now marks its management, and the zeal which animates all its members, is continued.

Already have valued and distinguished Educators enchained the Teachers with their useful instruction:—already are we advised that a *brilliant* course of Lectures is in store for the

Teachers and the Public generally, during the next three months : free to all the eight hundred members, and cheap to the rest of the public. Alger, of Boston, Youmans, late of Yale, Chapin, of New York, and Professor Rogers, of this City, have promised their talented services, and we have every reason to believe that Louis Agassiz, himself, will add his honored name to the list. Let me assure you, Ladies and Gentlemen, that the Teachers of the Public Schools of Philadelphia are fully alive, and rendering all their zeal, energy and talent for our City's good. Value them; protect them; sustain and support them; for your children have no friends more kind, and none more useful.

Progress has well marked the steps of Time, and has blessed mankind. We need not refer to Oriental days to bring out a contrast, but rather to the days and times of our fathers, and in our own land, and in the past and present centuries. Let me make brief references. But yesterday, teachers were imported from England; now we educate our own in our Normal and other schools, for all the duties of their high profession. At least sixty thousand teach a nation's children. Yesterday the school book was rare, and it was owned by the teacher; to-day, our City places it in every pupil's hands free of cost. Yesterday the expense of education was too heavy for the poor; to-day, every child has educational rights of no mean order guaranteed, free of cost. Yesterday, the teacher was untutored, and simply *heard* lessons recited, heard Grammar and Geography in verse; to-day, he *instructs* with closed book, himself the master of his profession. Yesterday, the child lived in awe of the rod, and feared the active use of it; to-day, the school house is the happy home of the children.

On this very day, for six long and weary hours, there have been gathered together thousands of children of Philadelphia, in damp and badly ventilated basements; in rooms over fire engine houses, and in various localities which give rise to pesti-

lence such as you little dream of, such as you can scarcely conceive, and such as you never see. These *pest-houses* are for the culture of the young; did I say *culture*? Oh, no! not *culture*, that word is the *apology*. I should have said for the destruction of health and life; for culture and health must go hand in hand. I could name to you teachers of this very Ward, now gone to their last resting places, who owe destruction of life and health to these pest-houses, by no fault of our own, for with the growth of our City, and with the growth of popular craving for educational facilities, the building of school houses has not kept pace. Then you who are tax-payers, will not blame the Controllers of Public Schools, on account of their demand upon City Councils for \$1,000,000, to be expended in the mental and physical service of your own children. Rather should you accord all due praise to your public servants in this Board of Direction, in the Controllers' Board, and in City Councils, for the appropriation.

My official position, my friends, has given me large opportunities for observation in reference to the expenditure of this money, and I can well attest to the faithfulness of those under whose care it is made; and I do not hesitate to make this open and public avowal, that never before has the money of the City of Philadelphia been expended with more care, judgment, and economy, and never before has the City received such equivalents in value. I do not mean to say that there are none who seek unduly to gain by the slighting of their contracts; but I do mean to say that there is an excellent system of watchfulness and of visitation, of checks and guards, whereby this wrong is almost entirely prevented.

Twenty-five school edifices are now in process of erection in this City, and more are in contemplation. They are all built upon the latest models, after careful examination of those in Boston, Providence, Baltimore, Chicago, Milwaukee, St. Louis, Columbus, and other cities. We now claim that no City of

the Union is blessed with such educational facilities. Already are our plans eagerly sought for. The Commissioner of Education at Washington, has asked for our plates, to illustrate his Report to Congress upon School Architecture. The Smithsonian Institute has asked for five hundred copies for distribution in Europe, Asia, Africa, and elsewhere. The Minister of the Argentine Republic, and intelligent Mexican citizens ask for the same, that they may send them home. May we not therefore feel proud of our school edifices? Throughout them all prevails the idea of permanency, strength, durability, ventilation, and there is an entire absence of the millinery and "confectionary of architecture."

Look at this building, its ample class rooms, its heavy walls, its abundance of light and air, the plainness of its wood work, its well laid floors, its six convenient and easy stairways. Examine all the material. Look all around, and tell me, if you may, where money has been lavished, or where its expenditure has been unwise. We court examination. It has been said in high places, that this and other school edifices are too grand and too costly. Let me illustrate many of them by an enquiry into the economy of this building. The entire cost of the edifice, including heating and ventilation, is \$53,500.

The interest of which is,	-	-	-	-	-	\$3,210 00
Ground Rent,	-	-	-	-	-	1,386 00
						<hr/> \$4,596 00

When we open it to the public use, which will be on Monday next, we give up rented buildings utterly unfit for their purposes, one of them without one square foot of yard room, all badly ventilated, all unhealthy. They now cost us in rents \$3,000 per annum, and besides it can be shown that we save some \$500 per annum in Janitor's salaries and in other items, in all \$3,500; thus leaving the increased annual cost about \$1,100, giving us,

however, when completely finished, class rooms capable of accommodating four hundred additional children. In other words, the rented buildings which we give up upon entering this, accommodate according to the last Annual Report, eight hundred and seventeen children, at a rent and extra expense of \$3,500, which is equal to \$4 28 for each child. This building, when completed, will accommodate twelve hundred children, costing \$3 83 rent for each child, and therefore I say when filled, as it will be, there will be a saving of forty-five cents per pupil, or about \$540 per annum.

I shall pursue these calculations no further, except to say that I estimate the new school buildings erected under the Million Loan Ordinance, will accommodate twenty-five thousand children, about one-third of the whole number, and that when occupied, the amount now paid for rents will be largely reduced.

May I not here pay a just tribute to the Contractor, Mr. Smith E. Hughes, of Germantown. This building is his work; and let me tell you, one and all, that in no one instance has he sought to profit at the expense of his contract or his honor: he has been faithful and correct in all his dealings, and has well earned his contract price. I do not say profit, for I cannot observe the profit. He was the lowest bidder.

In like manner has the Architect, James C. Sidney, Esq., been faithful in the performance of his duties. His watchful care over the building during its progress, entitles him to all praise. Nor only for this; but for the service he has rendered the City in the study of School Architecture, and for giving so many well devised and appropriate plans.

Nor must I forget to name the Inspector of School houses, wisely appointed by the Board of Control, Mr. Esler. For a full year, he has been daily upon his tour of inspection, with contract and specification in hand, faithfully regarding the public

interests. Firm in the performance of duty, just to the City, and like Mr. Sidney, uninfluenced by fear or favor.

Ladies and Gentlemen, observe the march of Education. In the progress of Time and of society, Philosophy held larger sway, and then the Age of Science dawned. Art flourished; and then came the fruit of general science, mechanical skill; and as it progressed, the Earth was circumscribed and better known; its form and structure studied; its oceans sounded; its mountains pierced; its forests laid low; new cities born; new stars were found and named, and Comets and Eclipses were foretold; the lightning chained; and water made an element of power. Daguerre smiled at Raphael's pencil, as his pupils placed the distant Moon on paper. The iron cable laid by Field rests upon old Ocean's depths, and bears its tidings of peace or war, at lightning speed. Great ships are upon the deep. Iron bands are laid over Earth's surface, and soon will bear India's rich treasures from Pacific to Atlantic shores. McCormack's reaper takes in the harvest; the Loom clothes all mankind; the Vineyard flourishes on the South-side Hills, and the vintage of the grape becomes a Nation's beverage. The whitened fields of Southern clime and the busy hum of Northern labor, attests a people's wealth. The luxuriant harvests are gathered in by easy labor. Mountain and valley, hill and plain, in turn, yield richer meed to honest industry. Treasures issue from the caverns of the earth. The Holy Writ is at every door, or may be. Woman is better known and loved, and larger and easier is her field of labor. Man still assumes his burthen and his toil; and Woman becomes, more and more, a help'meet for him, the boon of Providence, to lighten his labor, and to make his path-way smooth.

Empires crumble; dynasties fade; Kings are found to be but men; Virtue, Liberty, and Independence become the basis of Nationality, and Popular Education holds its way in proud se-

curity; crushes Superstition and Immorality in its path, and rears over their pyres, temples in which are taught "Glory to God in the Highest, and on Earth; Peace, good will to men."

And now, my friends, here would I rest; but my evening's task were not half fulfilled, if I fail to pay a passing tribute to the honored dead.

There was one who spent the vigor of his early life in the cause of public education; to it he gave the days of his matured years, and when old age came on with its sure and steady pace, still he clung to the idol of a lifetime, even until the sunset of his days closed in around him. What life-long energy was his; what love and zeal he gave; what faithfulness he laid upon the altar of public duty; what sacrifices he made in Education's cause, many here to-night may well attest.

Almost from the birth of Pennsylvania's system of education, Thomas G. Hollingsworth was its constant attendant; he watched its progress, and, with other good men, now too passed away, he helped to mark its course; and when like a wayward child it strayed and became faint and weary, he brought it back, and helped to strengthen and support it. He was honored with every station of trust in the cause; none of profit; they were not sought, but cast upon him; and in each and all, loved and esteemed alike by teacher and by pupil; by Controllers and Associate Directors. I will not here lift the veil, and expose to view the many instances of private charity, which were his; for as he covered them in his lifetime, it were almost sacrilege to lay them open now. He devoted himself assiduously to his duties, whether they were in the line of business pursuits, or in that of educational concerns. To each he rendered his full duty, and each in turn, yielded him the harvest he sought. None of his cotemporaries enjoyed in a greater degree the good will, gratitude, and affectionate regard of the Teachers of Philadelphia, than did the subject of these remarks. Some present may testify how his

purse was opened in cases of pecuniary distress. How often when Philadelphia's Treasury was empty; he was, as it were, the Teacher's Treasurer. How often he almost forced its Treasurer to heed the Teacher's appeal,—not for charity; such appeals they *never* make; but for their just dues; their well earned pittance, dignified by the term "Salaries." I say, he reaped his harvest here on earth. It is not always that the reward of good actions, comes in this world. His compensation was that of feeling himself beloved, respected, and esteemed by the Teachers of Philadelphia, whose numbers were then over one thousand. I know of no better reward to one who seeks to do public and private good in his generation, than that of knowing his efforts are appreciated, and that he gains the good will of those he serves; and such was his reward. He was eminently the Teacher's Friend; and when at last, bowed with age, at three score years and thirteen, he yielded to his summons; all felt that the Public Schools had lost a devoted Servant; and the Teachers, Pupils, Directors, and Controllers knew that they had parted with a friend.

I should not do justice to our friend, if I failed to give the testimony of his services by Professor Hart, Principal of the New Jersey State Normal School, who writes thus, under date of October 5th, 1867.

"* * * * *

"And first of all allow me to express the very great satisfaction I felt at seeing it announced in the papers, that one of the Public School Houses was to bear his name. There is surely no more fitting way of commemorating the services of an honored citizen, especially when their services have been rendered to the cause of popular education.

"When in 1842, I was entrusted with the direction of the Central High School, I felt it to be a duty which I owed,

“equally to myself and to the City, to acquaint myself with the
“origin and history of the complex system of Public Schools,
“which I found in operation. For this purpose, I read carefully,
“not only the published Reports of the Controllers, but the
“entire series of *Minutes* of the Board of Control, and of the several
“Sectional Boards, from 1818 down to 1844, covering more
“than six thousand pages of folio manuscript, and I was well rewarded
“for my labor. The investigation brought to light
“many curious and instructive facts, in regard to the origin and
“gradual development of the school system of Philadelphia,
“which facts were used subsequently on various occasions with
“great effect in the practical discussions which arose from year
“to year, in regard both to men and measures.

“Among the facts which stand out in bold relief in the early
“history of Philadelphia schools, is this; that the plan which
“was originally adopted, and which was kept up with untiring
“zeal and courage on the part of its originators for a period of
“fifteen years, turned out to be at length a complete failure; an
“absurd mistake from beginning to end; and that the schools
“made no real progress until a new system, involving an entirely
“different set of ideas, was introduced.

“Among the five or six gentlemen, by whose influence the old
“Lancasterian pauper system of schools was quietly shelved, and
“the present system, with all its distinctive features was inaugurated,
“was Thomas G. Hollingsworth. His associates in this
“noiseless but most important revolution, were Morton McMichael,*
“Thomas Dunlap, George M. Wharton, and George M. Justice. Their
“names and his, will be found associated in the
“Minutes of the Controllers, in every important movement from
“1832, when Mr. Dunlap was advanced to the Presidency of the
“Board, to 1840, when the new system had received its complete
“development.

* Now our worthy Mayor, in whose presence we rejoice this evening.

“During this period, the schools were changed from *pauper* schools to common schools, intended to be open to all, and adequate to the wants of all; the idea of teaching by unpaid Monitors taken from the scholars themselves, was abandoned, and paid Assistant Teachers were substituted; the plan of employing *very largely* female teachers instead of male teachers was introduced. The schools were classified so as to form a regular gradation and subordination of duties and studies; and lastly, the Central High School was established, as the crowning glory of the whole, the worthy apex to a noble pyramid.

“These various measures were not isolated movements, but parts of one connected and consistent system, originating with, and triumphantly carried through by some half a dozen gentlemen, of whom Mr. Hollingsworth was one.

“These facts came to my knowledge some twenty-five years ago, when I was engaged in researches into the early history of the school system of Philadelphia, and I have long wished for some fitting opportunity of placing them upon record.

“The honor bestowed upon the memory of Mr. Hollingsworth, by giving his name to a Public School House, and especially to a school house in his own Ward, is well deserved; I hope that the example will not end here, and that a like honor will in due time be rendered to each of the gentlemen who have been named as associated with him in this important educational service.

“The first mention that I find of Mr. Hollingsworth’s name on the Minutes of the Controllers of the Public Schools, is in March, 1834, where he, Geo. M. Wharton, and Morton McMichael were appointed a Committee to engraft upon the Established Schools, a system of Infant Schools, which subsequently ripened into the Primary and Secondary schools. Next,

“in May, 1836, he, Morton McMichael, Geo. M. Justice, and
“Thomas Dunlap, were sent to Boston, with a view of introduc-
“ing into our schools the graded system, which was in existence
“there. In November of the same year, he, Morton McMichael,
“and George M. Justice were a Committee to introduce a system
“of Assistant Teachers in the Grammar Schools. In 1837, when
“the project of a High School was started, he still belonged to
“the party of progress, and he was an active member of the
“original High School Committee, under whose direction the
“building was erected in Juniper street, and the school organized
“in October, 1838. And finally, in 1840, he and the other gen-
“tlemen so frequently named, were instrumental in inducing Pro-
“fessor Bache to resign his position as President of Girard
“College, and accept that of Principal of the High School.

“Of the prominent connection of Mr. Hollingsworth with the
“Public Schools in subsequent years, and of his unceasing activity
“in their behalf, it is not necessary for me to speak. They are
“too well known.”

Gentlemen of the Board of Directors, he was our associate; he was my predecessor, the representative of our Board in the Controllers' Chamber, and filled the high office of its President with marked fidelity.

You did well, Mr. Stillè, when you suggested that this noble edifice should bear his name, and you, my associate Directors did well, when, with one voice and one heart you instantly replied “aye.” Gentlemen of the Board of Control, you too did a just act when you unanimously confirmed the wishes of the Directors of Public Schools of Eighth Ward.

Ladies and gentlemen, on the tablet on these outer walls, you will find the honored name well graved. There let it rest, a monument to public duty faithfully performed; there let it rest,

to commemorate the services of Thomas G. Hollingsworth in the cause of public education, till time shall crumble it with all else.

One word more, and I have finished my task, and that most feebly I know.

By the authority of the Controllers of the Public Schools of the First School District of Pennsylvania, acting upon the heartfelt wishes of the Directors of Public Schools of the Eighth Ward, I reverently name this edifice "The Hollingsworth School," and I solemnly dedicate it to the cause of Public Education, and, in the presence of this assembly, I invoke the blessings of our Great Teacher and Heavenly Father upon all who may be instructors, pupils, or Directors within its walls, and pray that their labors may result to the Glory of God, and the happiness of our own and future generations.

